

2016-2017

IHE Bachelor Performance Report

University of Mount Olive



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

The University of Mount Olive is a Christian faith-based, values-centered private institution rooted in the liberal arts tradition. We serve our students, our founding church, and our communities. The University of Mount Olive provides a liberal arts education that nurtures systemic thinking and communication skills, including content knowledge based in theory as well as application, lifelong learning opportunities in harmony with spiritual, ethical, and moral growth, and transcultural experiences and global awareness. The university encourages academic, physical, social, and spiritual growth to equip men and women for a thoughtful, caring

life. To accomplish its academic and social goals, the university provides an atmosphere in which positive relationships can flourish. The university emphasizes the availability of its faculty and staff for advisement, counsel, and guidance, encouraging students to engage in conversation and discussion with their professors. The university strives to open students' minds and create in them a passion for lifelong learning, plus a tolerance for and discernment of diverse opinions. Mount Olive stresses personal ethics such as integrity, honesty, and industriousness as attributes of the educated person. From its beginning, the University of Mount Olive has been sponsored by the Convention of Original Free Will Baptists. The institution was chartered in 1951 and opened in 1952 at Cragmont Assembly, the Free Will Baptist summer retreat grounds near Black Mountain, under the direction of the Reverend Lloyd Vernon. The School was called Mount Allen Junior College, taking its name from the mountain near Cragmont. In September 1953, the college was moved to Mount Olive, North Carolina, nearer the center of denominational strength in the eastern section of the state. Under the leadership of the Reverend David W. Hansley, Chairman of the Board of Directors, plans were made to develop a junior college offering programs in arts and sciences and in business. The Reverend W. Burkette Raper was elected president in the summer of 1954, and in September the college began its first collegiate year with an enrollment of twenty-two students. In 1955, the name Mount Allen Junior College was changed to Mount Olive Junior College. In that same year plans were launched for an enlarged campus which today consists of 138 acres. In September 1970, the college's name was officially changed to Mount Olive College. In 1977, the Convention of Original Free Will Baptists requested that the Board of Trustees of Mount Olive College work aggressively toward making the college a four-year institution. The 1979 Session of the Convention endorsed the projected timetable set by the College Board of Trustees to add the junior year in 1984 and the senior year in 1985. In 1986, the Commission on Colleges of the Southern Association of Colleges and Schools officially accredited Mount Olive College as a four-year institution to award associate and baccalaureate degrees. In 1975, the college began an educational program in Goldsboro, NC, at Seymour Johnson Air Force Base. Since then other locations offering degree programs have opened in North Carolina: New Bern, Wilmington, Jacksonville, Washington, and at the Research Triangle Park in Durham. The college began a new venture in the spring semester of

2013. The new MBA master's degree program began enrolling its first students. Then, in January 2014, Mount Olive College officially became the University of Mount Olive.

Special Characteristics

The teacher licensure program at the University of Mount Olive is envisioned around the North Carolina Professional Teaching Standards and the 21st century knowledge, skills, and dispositions embedded therein. The program reflects the University of Mount Olive mission of providing an integrated academic experience consisting of quality educational programs, a supportive learning environment, and individual growth opportunities that promote the total development of our students. Our programs nurture systemic thinking, disciplinary knowledge based in theory and application, lifelong learning opportunities, trans-cultural experiences, and global awareness. It is our belief that professionals should possess the skills to advance student learning in the areas of literacy, leadership, and technology. The mission of the education program at Mount Olive is to transform education (and thereby lives) by preparing and producing education professionals knowledgeable of the content they teach, skilled in pedagogy, and passionate about teaching all students. To that end, the university's program has a rigorous, coherent, and relevant curriculum that develops students into proficient teachers and supports their efforts to become skilled professionals who are aware of and who strive to meet the diverse needs of 21st century students and schools in a global society. Throughout the program, the curriculum balances college coursework with classroom experiences, integrating theory and practice and maximizing learning opportunities. The program design is based on the concept of a Professional Learning Community (PLC) and the University of Mount Olive teacher education Guiding Principle that "Learning to teach involves learning about practice in practice." The program, therefore, focuses on practical experiences that create learning while doing, learning with a clearly defined plan to achieve competency, learning within a community of learners (peer and master), learning with guided and focused reflection, and learning how to learn.

Program Areas and Levels Offered

Mount Olive College was approved in December 2010 to offer teacher licensure programs in the following nine areas: Birth-Kindergarten, Elementary (K-6), Mathematics (9-12), English (9-12),

Science (9-12), Social Studies (9-12), Agriculture, Music (K-12), and Health/physical education (K-12). These programs began in the Fall of 2011. Previously, the State Board of Education approved Mount Olive College, through its consortium with four surrounding school systems, to offer lateral entry licensure to teachers through an innovative/experimental lateral entry program. In December 2013 the college was approved to offer a licensure program in Special Education—General Curriculum. The State Board of Education approved the University of Mount Olive to offer three master’s level teacher education programs in June, 2016. These three programs were Birth-Kindergarten, Elementary Education, and Special Education—General Curriculum.

Pathways Offered (Place an ‘X’ under each of the options listed below that your IHE Provides)

Traditional	RALC	Lateral Entry
X		X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2015-2016 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Current technologies are used by the faculty for instruction and students are expected to demonstrate technological competence as well. Students are required to complete coursework in educational technology that incorporates the latest digital learning devices and platforms, current capabilities for social and educational networking, and technology-based assessment systems.

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

Elementary teachers and special education teachers are required to complete coursework in the teaching of reading and the remediation of reading difficulties. Additionally, elementary candidates are required to complete 12 semester hours of instruction in math, science, and social studies and an additional 27 semester hours of coursework in English/language arts.

Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

Assessment for informed decision-making at both the formative and summative levels is interwoven throughout the professional study component in both coursework and practical experiences.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Elementary education majors are also required to take coursework in the fine arts, and methods classes emphasize the integration of the fine arts into the general curriculum.

Explain how your program(s) and unit conduct self-study.

The education program gathers data on an annual basis as to the performance of its students on standardized tests such as PRAXIS tests and the new Pearson tests for elementary and special education majors. Additional data is collected on the performance of students completing the

program as they compile electronic evidence portfolios to document their understanding of leadership, content, instructional methodology, assessment, and reflective practice.

Additionally, the university is involved in a consortium with surrounding school systems in which representatives of the school systems provide feedback on student teachers, beginning teachers, and lateral entry teachers.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

The field experiences provide students with a structured learning experience and entrance into the school systems and K-12 classrooms under the supervision of appropriately credentialed and experienced teachers beginning in the freshman year and continuing each term until the Student Teaching Internship. The field experiences include classroom observations, one-on-one and small-group tutoring, as well as service as an instructional teacher assistant with co-teaching opportunities. Students are continuously engaged in a progressive practicum developing knowledge, skills and dispositions vital to the profession. Observation hours are as follows: freshman year 20 hours, sophomore year 30 hours, junior year 40 hours and service as an instructional assistant with co-teaching experience. Students conduct observations in a cross-section of schools. One semester of the junior practicum must be in a low-performing school.

How many weeks are required at your institution for clinical student teaching?

17 weeks

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Student teaching internships for the senior year are scheduled for one full semester. In the fall, student teaching candidates gain beginning of the year experience. In the spring student teaching candidates gain end of the year experience. Additionally, all teacher candidates are assigned to Junior Practicum I and II during the junior year. The junior practicum is two semesters. Junior Practicum students thus gain both beginning and end of the year experiences. These experiences must be documented as a part of the internship requirements.

Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?

No, they are not required to pass them but they must take them at least once.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE)
INITIATIVES**

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	CORE--Consortium for Orchestrating Regional Education: Clinton City Schools, Duplin County Schools, Sampson County Schools, and Wayne County Schools.
Start and End Dates	July 2010-June 2017
Priorities Identified in Collaboration with LEAs/Schools	To improve education in the region
Number of Participants	12 central Office staff from the various counties; 3 UMO faculty
Activities and/or Programs Implemented to Address the Priorities	Continued an alternative lateral entry teacher licensure program; conducted quarterly meetings of the CORE Council to discuss implementation of program and progress of candidates.
Summary of the Outcome of the Activities and/or Programs	Continued lateral entry program for 2015-16
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Dillard Charter Academy Mount Olive Middle School Carver Elementary School
Start and End Dates	August 2016-June 2017
Priorities Identified in Collaboration with LEAs/Schools	To partner with schools for support
Number of Participants	2 UMO faculty and 20 students

Activities and/or Programs Implemented to Address the Priorities	tutoring students Coats for kids provision of school supplies for at-risk students
Summary of the Outcome of the Activities and/or Programs	Tutored students for end-of-grade tests Collected and distributed coats for kids collected and distributed school supplies
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Duplin Jr.-Sr. High School
Start and End Dates	August 2016-June 2017
Priorities Identified in Collaboration with LEAs/Schools	Continued support of STEM activities
Number of Participants	3 students through observations and field experiences
Activities and/or Programs Implemented to Address the Priorities	Faculty and student support for STEM activities
Summary of the Outcome of the Activities and/or Programs	Support of STEM activities at the school

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	28
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	45	White, Not Hispanic Origin	118
	Other	0	Other	1
	Total	54	Total	151
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	0
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	0
	Total		Total	2

B. Program Completers and License Completers (reported by IHE).

Program Area	Baccalaureate Degree	Undergraduate Licensure Only
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PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC
Prekindergarten	9	.	45	3
Elementary	9	.	2	.
MG	.	.	.	.
Secondary	4	.	2	.
Special Subjects	6	.	.	2
EC	.	.	.	.
VocEd	7	.	.	.
Special Services	.	.	.	.
Total	35	0	49	5

C. Undergraduate program completers in NC Schools within one year of program completion.

2015-2016		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Mt Olive	61	61	41
Bachelor	State	3,276	84	63

D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2016-2017.

LEA	Number of Teachers
Wayne County Public Schools	166
Duplin County Schools	64
Johnston County Schools	48
Sampson County Schools	47
Lenoir County Public Schools	32
Pitt County Schools	30
Craven County Schools	24
Onslow County Schools	22
Wilson County Schools	20
Clinton City Schools	19

E. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1159.23
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	25.8
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-Reading	*

MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	498.77
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.15
Comment or Explanation:	
* Less than five scores reported	

F. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	1	*
Elementary (grades K-6)	1	*
English	2	*
Health and Physical Ed	3	*
Social Studies	1	*
Institution Summary	8	50
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

G. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	83	37
Elementary (K-6)	13	4
Middle Grades (6-9)	2	
Secondary (9-12)	3	2
Special Subject Areas (K-12)	12	4
Exceptional Children (K-12)	6	1
Total	119	48
Comment or Explanation:		

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	24	1	1		

U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	17	32	10	1		3
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	8	1

J. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2016-2017 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	3.6	76.8	19.6	0	56
State Level:	.1	2.9	67	28.4	1.6	6973
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	3.6	69.6	26.8	0	56
State Level:	.1	2.9	59.5	35.7	1.8	6915
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	5.4	71.4	23.2	0	56
State Level:	0	3.6	71.5	23.7	1.3	6915

Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	5.4	75	19.6	0	56
State Level:	.1	4.1	66.2	28.7	1.0	6973
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	3.6	71.4	23.2	1.8	56
State Level:	0	2.8	69.3	26.2	1.7	6915
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	35.5	61.3	3.2	31		
State Level:	5	64.5	15.6	5021		